

THE IMPORTANCE OF INTERNATIONAL ASSESSMENT CRITERIA FOR DEVELOPING STUDENTS' FUNCTIONAL READING LITERACY**Khurramova Sanobar Makhmatmurat kizi**

Teacher of Termez State Pedagogical Institute

Phone: +99899-288-20-21

E-mail: Sanobarxurramova36@gmail.com

Iskandarova Shakhrizoda

4rd-year student of

Temez State Pedagogical Institute

Abstract: Three articles discuss the development of functional literacy in students and what functional literacy is and why it is needed. The importance of international significance, the level of impact on students, and the level of its impact on the education system are highlighted in the article. It is also shown why we should impose the requirements on ourselves.

Keywords: Functional literacy, student, table, education system, PISA, PIRLS, help, text.

Introduction: In today's era of globalization and digital transformation, one of the main tasks of the education system is to ensure that students are formed as individuals who are adaptable to modern life, critical thinkers, independent problem solvers, and able to apply their knowledge in practice. In fulfilling this task, students' functional literacy plays an important role. Rather than memorizing traditional knowledge, the ability to apply it in everyday life, adapt it in different contexts, and develop analytical thinking skills have become the main directions of modern education. Functional literacy is not only the ability to read text or do calculations, but also the ability to apply the knowledge learned in practice, search for information, analyze and make the right decisions.

The main part: A number of international assessment programs operate worldwide to identify and assess these competencies. In particular, programs such as PISA (Programme for International Student Assessment), PIRLS (Progress in International Reading Literacy Study) and TIMSS (Trends in International Mathematics and Science Study) determine the level of functional literacy of students and analyze the effectiveness of the education system.

These international assessment programs serve as an effective tool for comparing the education systems of countries with other countries in a global context, identifying existing problems and shortcomings in education, and improving education policy. Uzbekistan has also been actively participating in such assessment processes in recent years. This is an important factor in conducting a deep analysis of the national education system, adapting it to international standards, and introducing modern teaching methods. Functional literacy is not just the ability to read, write, or perform simple mathematical operations, but also the ability to apply the learned knowledge in practice in various life situations, analyze problems, search for information, compare, and draw conclusions. This competency is seen as one of the main goals of modern education. Today, it is important not only to memorize knowledge, but also to be able to apply it consciously, effectively, and creatively.

Global reforms in education, in particular, approaches based on a competency-based approach, put forward the development of students' functional literacy as a primary task. This, in turn, creates the need for new, modern criteria for assessing the quality of education. International assessment programs and their role in determining functional literacy. Currently,

there are several internationally recognized assessment programs that serve to determine not only the level of knowledge of students, but also their functional literacy potential.

The issue of functional literacy has become one of the pressing issues in international pedagogy and education policy in recent years. In world education systems, the quality of education is now determined not only by the level of knowledge of students, but also by their ability to apply this knowledge in practical life situations. From this point of view, a number of scientific studies have been conducted on the theoretical foundations of the concept of functional literacy, its components, stages of formation, and its applications in national and international experience. This section provides a comprehensive analysis of these scientific sources.

International assessment programs are an important methodological basis for measuring functional literacy. For example, the PISA program assesses the ability of 15-year-old students to apply knowledge in text, mathematics, and science in real-life situations. According to the results of the study, it is proven that education systems need to pay more attention to developing students' application of knowledge rather than memorizing it. The PIRLS study assesses the reading literacy of 4th grade students. In the 2021 results, the performance of Uzbek students was lower than international standards. This situation indicated the need to deepen reading and text skills in primary education (IEA, 2022). The TIMSS program assesses students' readiness in mathematics and science. The studies test not only theoretical knowledge, but also the ability to solve practical problems. EGRA (Early Grade Reading Assessment) is designed to diagnose students' reading skills in primary grades and has been successfully tested in various countries. The issue of functional literacy is one of the most relevant areas of modern pedagogy, and there is an increasing need for a deep analysis of its theoretical foundations and practical solutions, especially at the primary education stage. The analysis of the literature has shown that the general goal of international and national approaches is the same - to educate students as socially active individuals who can use knowledge, but these approaches have their own specific features, and based on them a number of issues should be discussed.

UNESCO and OECD materials present functional literacy as a broad concept. It encompasses not only reading and writing, but also critical thinking, problem-solving, social communication and decision-making. At the same time, the interpretations given to this concept in the scientific literature are different: some see it as the ability to function in a social context, while others interpret it in conjunction with media and information literacy in a digital society. The results of PISA, PIRLS and TIMSS as criteria for measuring functional literacy have led to fundamental changes in education systems. For example, the results of PISA in 2018 showed that the high-performing countries (Finland, Singapore, South Korea) have introduced methods that guide students to apply knowledge in practice.

Integrated tasks, problem-based exercises, and creative tasks play an important role in such approaches. Uzbekistan's participation in the PIRLS study in 2021 revealed some problems: it was found that 4th grade students lack the skills to deeply understand the text and draw conclusions from it. In national pedagogical research, the development of students' skills in working with text and independent decision-making is increasingly seen as the main direction. Although there is theoretical commonality, differences are noticeable in practical approaches.

One of the most pressing tasks facing the education system today is to form practical knowledge and skills in students, to teach them to apply them correctly and effectively in real-life situations. In this regard, the concept of functional literacy is taking a central place. This type of literacy includes not only the ability to read and understand or memorize information, but also the ability to analyze, evaluate, apply it, solve problems, and justify one's opinion. International assessment programs - PISA, TIMSS, PIRLS, etc. - are the most authoritative, reliable and objective criteria for measuring the level of functional literacy of students. These assessment systems identify students' ability to apply knowledge in real life, and based on the results, specific recommendations are developed for improving education policy. As Uzbekistan participates in these assessments, the need to update existing problems in education,

methodological approaches, textbook content, and pedagogical capacity is becoming increasingly evident.

Conclusion: To develop functional literacy in the education system of Uzbekistan, it is necessary to: update textbooks and curricula based on a competency-based approach; regularly train teachers in modern educational methodologies; integrate the criteria of international assessment systems into the national assessment system; expand teaching methods based on interdisciplinary integration, project and practical activities. Only then will students be formed not only as knowledgeable individuals, but also as individuals who can consciously, independently and effectively apply their knowledge and integrate into modern society.

References:

1. OECD. (2023). PISA 2022 Results (Volume I): Student Performance in Mathematics, Reading and Science. Paris: OECD Publishing.
2. Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2021). PIRLS 2021 Assessment Framework. TIMSS & PIRLS International Study Center, Boston College.
3. Mullis, I. V. S., Martin, M. O., & Foy, P. (2019). TIMSS 2019 International Results in Mathematics and Science.
4. O'zbekiston Respublikasi Xalq ta'limi vazirligi. (2023). PISA 2022 bo'yicha O'zbekistonning ishtiroki natijalari. Toshkent.
5. Djonboev E., Xoliqulov M. (2020). Ta'lim sifatini baholash: xalqaro va milliy yondashuvlar. –Toshkent: O'zbekiston pedagogika nashriyoti.
6. UNESCO. (2019). Functional Literacy and Lifelong Learning. Global Education Monitoring Report.
7. Халқаро стандартларда баҳолаш тизими ва унинг миллий таълим тизимидаги аҳамияти // «Та'лим va innovatsion tadqiqotlar» ilmiy-amaliy jurnali, 2022, No3.
8. Karimov, A. (2021). O'quvchilarning o'qish savodxonligini shakllantirishda PISA baholash tizimining ahamiyati. –“Pedagogika va psixologiya” jurnali, No2.